

Child Development Project

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Delivery Specifications | Intended Setting | Fidelity | Barriers and Problems | Personnel | Education
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Program developers or their agents provided the Model Program information below.

BRIEF DESCRIPTION

Child Development Project (CDP) is designed to build students' literacy skills and "sense of community in school." It includes a reading decoding program, a reading comprehension program, and a four-part community-building program. CDP's community-building program is the pivotal component for preventing problem behaviors and can be adopted independently of the rest of CDP. Called the Caring School Community (CSC) program, this component comprises inclusive schoolwide activities, cross-grade buddies, class meetings, and family involvement. CSC's four subcomponents establish and enhance a sense of belonging and connectedness among students, educators, and parents.

PROGRAM BACKGROUND

The Child Development Project has been developed over the past 20 years through a series of demonstration studies and revisions. It has been rigorously implemented and evaluated in such diverse settings as Dade County, FL; White Plains, NY; Louisville, KY; and San Francisco, Salinas, and Cupertino, CA. Copies of various evaluation studies, assessment instruments, program descriptions, and program materials are available from its developer, the nonprofit Developmental Studies Center in Oakland, CA.

RECOGNITION

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services: Model Program

Collaborative for Academic, Social and Emotional Learning (CASEL): "Select" (top rated) social and emotional learning program

Northwest Regional Educational Lab (NWREL): Comprehensive School Reform Program

U.S. Department of Education: Promising Safe and Drug Free Schools Program

U.S. Department of Education: Educational Programs That Work



INSTITUTE OF MEDICINE CLASSIFICATION (IOM)

UNIVERSAL

Developed for a universal audience of elementary school students.

INTERVENTION TYPE

SCHOOL-BASED

CONTENT FOCUS

ACADEMIC ACHIEVEMENT, SOCIAL AND EMOTIONAL COMPETENCE, DOES NOT SPECIFICALLY ADDRESS ANY SUBSTANCES

Its primary foci are school bonding, academic success, character education, and social and emotional learning. Issues of substance use and abuse are not directly addressed in the program; however, CDP significantly reduced students' use of alcohol and marijuana and their involvement in violence-related incidents.

Parents are a primary target population:

Homeside Activities are short conversational activities that students do at home with their parents once or twice a month. These activities provide opportunities for students and parents to share ideas and experiences while offering parents a window on what their child is learning in school.

At Home in Our Schools details school-based activities involving students, parents, and school staff, such as Grandparent Gatherings and Family Read-Alouds, that emphasize helping others and creating an inclusive school environment.

PROTECTIVE FACTORS

INDIVIDUAL, PEER, SCHOOL

INDIVIDUAL

- Healthy ethical, social, and emotional development
- Commitment to prosocial values

PEER

- Caring relationships with peers

SCHOOL

- Attachment (bonding/connection) to school
- Strong sense of community among students in school
- Academic engagement and success
- Caring relationships with teachers

RISK FACTORS

INDIVIDUAL, SCHOOL

INDIVIDUAL

- Early antisocial behavior
- Lack of self-control, assertiveness, and other social/emotional skills
- Lack of commitment to core societal values

SCHOOL

- School failure
 - Lack of school bonding
 - Low sense of community in school
 - Lack of family involvement in schooling
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INTERVENTIONS BY DOMAIN

INDIVIDUAL, FAMILY, PEER, SCHOOL

INDIVIDUAL

- Life and social skills training

FAMILY

- Task-oriented family education sessions to improve family interactions (e.g., parent involvement in program homework assignments)
- Builds stronger home-school relationships

PEER

- Alternative/recreational activities
- Peer-resistance education
- Builds stronger peer and cross-age student relationships

SCHOOL

- Comprehensive school change programs including components to improve parent involvement, change classroom management and/or instructional style, and improve student participation and school bonding
- Mentoring/tutoring

KEY PROGRAM APPROACHES

IN-SCHOOL CURRICULA, PARENT-CHILD INTERACTIONS, PEER SUPPORT, SKILL DEVELOPMENT, OTHER: LITERACY COMPONENTS

IN-SCHOOL CURRICULA AND SKILL DEVELOPMENT

Ways We Want Our Class To Be details various forms of class meetings that provide a forum for students and teachers to reflect, discuss issues, plan, and make decisions that affect the classroom climate, including establishing norms for classroom behavior and finding solutions to common problems. Important for developing students' intrapersonal and interpersonal skills and prosocial attitudes.

PARENT-CHILD INTERACTIONS

Homeside Activities are short conversational activities that students do at home with their parents or caregivers. One or two activities, introduced monthly, provide opportunities for students and parents to share experiences relevant to what the student is learning in school.

At Home in Our Schools provides 15 innovative, inclusive activities, such as Grandparent Gatherings and Family Read-Alouds, that involve students, parents, and school staff in providing service to others and creating a caring school environment.

PEER SUPPORT

That's My Buddy pairs older and younger students for academic activities, promotes cooperative learning and relationship building, reduces teasing/bullying behaviors, and contributes to a schoolwide atmosphere of trust.

OTHER: CDP'S LITERACY COMPONENTS

SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words): An instructional module in decoding, *SIPPS* develops word recognition strategies and skills, enabling students to become independent, fluent readers.

Making Meaning: Strategies that Build Comprehension and Character: A K–6 module that teaches nine pivotal reading comprehension strategies and integrates academic, ethical, and social development throughout. *Making Meaning* provides a year-long sequence of specific comprehension lessons for each grade level and ongoing opportunities for students to work together in pairs, small groups, and large groupings and to learn important values and interpersonal skills.

Typical problems that users experience in implementing these program strategies and potential solutions:

Staff development (provided by the developer) is very helpful for supporting the adoption process. Finding time for staff development is often an issue; many schools schedule staff development day(s) during the summer, prior to the start of the school year.

HOW IT WORKS

CDP is implemented in two phases. Phase I focuses on building a strong sense of the school and classroom community, while Phase II focuses on building students' literacy skills and interpersonal skills.

Phase I activities include:

- **That's My Buddy** partners older and younger students for academic activities, promotes cooperative learning and relationship building, reduces teasing/bullying behavior, and contributes to a schoolwide atmosphere of trust. Requires 1 hour of class time per week or month and an additional 15 minutes of teacher preparation time.
- **Homeside Activities** are short conversational activities (printed in English and Spanish) that students do at home with their parents or caregivers. One or two activities, introduced monthly, provide opportunities for students and parents to share ideas and experiences while offering families a window on what their child is learning in school. These require 15 minutes of class time to introduce to students and 20 to 40 minutes to share in class afterward.
- **At Home in Our Schools** details noncompetitive activities that involve students, parents, and school staff, such as *Grandparent Gatherings* and *Family Read-Alouds*, which emphasize helping others and creating an inclusive school environment.
- **Ways We Want Our Class To Be** details class meetings that provide a forum for students and teachers to reflect, discuss issues, plan, and make decisions that affect the classroom climate, including establishing norms for classroom behavior and finding solutions to common social problems. Class meetings are held as needed to establish a cohesive classroom community. Phase I components do not have to be implemented concurrently and may be introduced one at a time. A full school year may be needed to establish the program when the components are implemented concurrently.

Phase II consists of two major modules:

- **SIPPS** (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words): A stand-alone instructional module in decoding that develops word recognition strategies and skills that enable students to become independent, confident, and fluent readers. A "decodable text" program, SIPPS is designed to be flexible and wide-ranging both across and within grades. There are three levels of SIPPS that can be used, as needed, in grades one through six.
- **Making Meaning: Strategies That Build Comprehension and Character:** A K-6 module that teaches eight pivotal reading comprehension strategies (e.g., retelling, summarizing, inference, synthesis) and integrates academic, ethical, and social development throughout. This program provides a clearly defined scope and sequence of specific comprehension lessons for each grade level. It also provides ongoing opportunities for students to work together in pairs, small groups, and larger groupings, and in the process to learn important values and interpersonal skills. Full implementation of Phase II usually takes 2 additional years.

Training is available and essential to implementing CDP.

OUTCOMES

DECREASES IN SUBSTANCE USE, REDUCTIONS IN BEHAVIORS RELATED TO RISK FACTORS, OTHER TYPES OF OUTCOMES

DECREASES IN SUBSTANCE USE

Issues of substance use or abuse are not directly addressed in the CDP program. However, when consistently implemented, the program produced the following effects on use of alcohol, marijuana, and tobacco at upper elementary grades over a 4-year period:

- Alcohol use declined from 48% to 37% of students
- Cigarette use declined from 25% to 17% of students
- Marijuana use declined from 7% to 5% of students

REDUCTIONS IN BEHAVIORS RELATED TO RISK FACTORS

- Other risky behavior declined, including carrying weapons, threats of violence, and involvement in gang fights

OTHER TYPES OF OUTCOMES

Creates an atmosphere of trust and respect between students and teachers

Nurtures responsibility, fairness, honesty, and helpfulness in students

Enhances students' conflict resolution skills

Increases students' academic motivation

Strengthens family-school-community connections

EVALUATION DESIGN

In the 1990s, CDP was evaluated using a quasi-experimental design involving two demonstration schools and two comparison schools in each of the six school districts nationally. Beginning baseline assessments were followed by annual assessments for 3 years, using a structured classroom observation system and student and teacher questionnaires. Assessments included standardized multiple-choice achievement tests and performance assessments, and review of school records. *(Note: Since this evaluation, the CDP program, specifically the literacy component, has been revised and strengthened.)*

DELIVERY SPECIFICATIONS

1–3 YEARS

CDP'S CARING SCHOOL COMMUNITY COMPONENT

That's My Buddy: Requires 1 hour of class time once or twice per month and an additional 15 minutes of teacher preparation time.

Homeside Activities: Once or twice per month, these require 15 minutes of class time to introduce to students and 10 to 30 minutes to share in class afterward.

At Home in Our Schools: Occasional schoolwide activities, usually held in the evening.

Ways We Want Our Class To Be: Class meeting time varies, depending on time of year and classroom needs. A likely average is 15 to 30 minutes two or three times a week.

CDP'S LITERACY COMPONENTS

SIPPS: Requires 30 to 60 minutes per classroom per day to teach decoding at grades 1 through 2, down to 0 to 20 minutes a day at grades 3 and above.

Making Meaning: Requires 30 to 40 minutes per day to teach reading comprehension and social/ethical development.

INTENDED SETTING

RURAL, URBAN, SUBURBAN

Developed for a range of diverse settings ranging from urban, low-income neighborhoods to various suburban and rural settings.

FIDELITY

Components that must be included in order to achieve the same outcomes cited by the developer:

- Initial and ongoing staff development and support to the school's leadership and faculty
- Depending on whether the whole program or only one component (e.g., Caring School Community) is selected, staff development should be provided for more than one school year

BARRIERS AND PROBLEMS

Needs protected time for staff development and faculty planning.

Needs committed site-level leadership for successful adoption.

PERSONNEL

FULL TIME, PART TIME, PAID, VOLUNTEER

Requires an informed and committed school principal and faculty.

Typical personnel problems encountered by users when implementing this Model Program:

High rate of faculty turnover can undermine the program adoption process.

EDUCATION

UNDERGRADUATE

This is a schoolwide program that involves all teachers, administrators, and staff, who typically are college-educated.

PERSONNEL TRAINING

Type: SEMINAR/WORKSHOP, CLASSROOM, Location: ONSITE (user), Length: BASIC/REFRESHER

Depending on whether the whole program or part is adopted, a school will need 1 to 3 years of staff development and support, ranging upward from a minimum of 2 days per year. Staff development workshops are generally done with an entire faculty, including the principal.

Followup coaching and consultation by Developmental Studies Center staff is available.

TRAINING FOR PHASE I

There is a range of options for professional development to introduce a school's staff to Phase I. These include: (1) a 1-day introductory workshop to introduce all four components of Phase I; (2) a 2-day introductory workshop, the second day of which focuses on the class meeting component; (3) a 1-day class meeting workshop; and (4) a 2-day class meeting workshop. (The class meeting workshop training is offered because this is typically the most challenging component for teachers to implement.) For districts or small groups of schools located in one region, a cost-saving 3-day training-of-trainers workshop is offered. Followup visits by Developmental Studies Center (DSC) staff developers to provide coaching and consultation also are available. Fees for workshops and followup visits are \$1,200 per day, plus travel expenses.

Please contact DSC for more information about training and costs for Phase II components.

COST (estimated in U.S. dollars)

\$5,001–10,000

\$10,000+

Cost considerations for implementing this Model Program as recommended by the developer:

Contact developer for cost information. Costs of adopting the Caring School Community component generally vary upward from \$6,000 per school for all materials and staff development.

Typical cost issues encountered by users when implementing this Model Program and potential solutions.

When implementing just the Caring School Community component of CDP, typical costs are:

- \$60 per teacher for all classroom books and materials
- \$4,000 for a 2-day whole-faculty summer institute, plus travel expenses
- \$1,500 for an optional followup workshop during the school year, plus travel expenses
- \$500 for miscellaneous materials and expenses

MATERIALS FOR PHASE I

That's My Buddy: one book for each teacher

Homeside Activities: one grade-level book for each teacher

At Home in Our Schools: one book for each member of a coordinating team of staff and parents

Ways We Want Our Class To Be: one book for each teacher

Materials cost approximately \$50 per teacher.

AVAILABLE PRODUCTS

CDP's Caring School Community (CSC) component consists of:

- *That's My Buddy*, one book for each teacher.
- *Homeside Activities*, one grade-level book for each teacher.
- *At Home in Our Schools*, a book for each member of a coordinating team of staff and parents.
- *Ways We Want Our Class To Be*, one book for each teacher.

Some materials are in Spanish as well as English.

INTENDED AGE GROUP

CHILDHOOD (5–11), EARLY ADOLESCENT (12–14)

Developed for elementary school youth, K–6 grades (5 to 12 years of age), or any other elementary school grade-level configuration.

INTENDED POPULATION

MULTIPLE ETHNIC GROUPS

Schools implementing CDP serve student populations that vary widely: from 2 percent to 95 percent of children receive free or reduced-price lunch (a measure of socioeconomic status), and 26 percent to 100 percent are minority group members.

GENDER FOCUS

BOTH GENDERS

Developed for both male and female students.

REPLICATION INFORMATION

CONTACT INFORMATION

Prior or current versions of the CDP program have been implemented and evaluated in Dade County, FL; White Plains, NY; Louisville, KY; Philadelphia, PA; and San Francisco, Salinas, and Cupertino, CA. Copies of various evaluation studies are available from the developer.

The Caring School Community program has been implemented at multiple sites nationally and has been independently evaluated in the St. Louis, MO, area.

For information about materials and services, contact DSC at the addresses and phone numbers listed above. DSC provides assistance with grant applications as well as planning of the program adoption process.

INTENDED SETTINGS

CDP and/or its Caring School Community component have been implemented in a wide variety of urban, suburban, and rural settings in various parts of the country.

INTERVENTION SITES

Many, including New York City, NY; St. Louis, MO; LaGrange, IL; St. Joseph, MO; and Philadelphia, PA.

RACIAL/ETHNIC COMPOSITION OF PARTICIPANTS

A wide variety, including racially and ethnically diverse populations in urban and suburban areas; low-income African American neighborhoods in major cities; low-income, heavily Hispanic/Latino populations in urban and rural areas.

CONTACT INFORMATION

ABOUT THE DEVELOPER

Eric Schaps, Ph.D.

Dr. Schaps is founder and president of the Developmental Studies Center in Oakland, CA. Established in 1980, DSC specializes in designing educational programs and evaluating their effects on children's ethical, social, and intellectual development. The Center has a full-time staff of 50 whose work has been supported by 40 philanthropic foundations and governmental agencies. Dr. Schaps is the author of 3 books and 60 book chapters and articles on character education, preventing problem behaviors, and school change.

FOR PROGRAM MATERIALS, CONTACT

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